

# Wisconsin Student Learning Objective (SLO) Example

After reviewing data and identifying student population for whom SLO will apply, create Student Learning Objective. Submit SLO Plan to evaluator prior to Evaluation Planning Session.

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## Subject Area/Grade Level

Mathematics Critical Areas – Grade 7

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**Baseline Data and Rationale:** *(Why did you choose this objective? What evidence can you provide related to your current student population's baseline abilities as it relates to this goal?)*

**Student Learning Objective (SLO):**

The information drawn from previous WKCE and MAP scores indicates that these 6 students with IEP have been consistently below grade level. All 6 have scored either “Basic” or “Minimal” on their WKCE test for the previous 2 years and their MAP scores indicate that they are between 1-2 years below grade level.

Concentrating on the four critical areas in 7<sup>th</sup> grade with these students should improve these students overall scores on WKCE and MAP and help them reach grade level status as assessed by these two tests.

The Common Core State Standards for Mathematics identify Critical Areas for each grade level which describe two to four big ideas at that grade level. Educators can use the Critical Areas to focus the work students do in the classroom and to make instructional decisions. The Critical Areas are not in addition to the standards; rather, they help by grouping and summarizing the most critical skills at each grade level, those around which teachers should plan much of their instructional time throughout the year. Using these Critical Areas as a lens through which to view the Content Standards at a particular grade level is meant to help teachers plan meaningful learning opportunities for their students that connect throughout the school year and form a firm foundation on which to build concepts and procedures in later years.

Research has pointed to the fact that mathematics in the United States needs to be more focused in order to reach greater mathematics achievement.

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**Learning Content and Grade Level:** *(What appropriate standards relate to this goal?)*

The critical areas of Grade 7 Common Core State Standards

- 1) Developing understanding of and applying proportional relationships.
- 2) Developing understanding of operations with rational numbers and working with expressions and linear equations.
- 3) Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.
- 4) Drawing inferences about populations based on samples.

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**Student Population:** *(Who are you going to include in this objective? Indicated in the rationale above?)*

6 students with IEPs in my 2<sup>nd</sup> period mathematics class

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**Targeted Growth:** *(What is your goal for student growth?)*

- Exceeds Target: All 6 students perform at grade level as measure by their score on the Spring MAP test.
- Meets Target: 4-5 students perform at grade level as measured by their score on the Spring MAP test.
- Does not meet Target: 3 or fewer students perform at grade level as measured by their score on the Spring MAP test.

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**Interval:** *(How long will you focus on this objective?)*

This SLO will span the entire school year.

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**Assessment/Evidence Source(s):** *(What assessments and/or evidence sources will you use for ongoing measurement of student progress toward your goal?)*

To monitor student growth the following data/measures will be used:

- Students’ scores on district benchmark assessments that will be given each quarter of the school year.
- MAP and SBAC scores for the 6 identified students. The student’s MAP data will be collected on test given in the Fall, Winter and Spring of the school year. SBAC data will be collected one time in the Spring of the school year.
- The teacher will conduct one-on-one interviews monthly with the students to assess their growth in one of the four critical areas.

The teacher will informally assess the students’ conceptual understanding in these four critical areas as the students work independently, in pairs or in groups.

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**SLO Goal Statement:** *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

80% of my students that have an IEP and that are currently performing below grade level from my 2<sup>nd</sup> period mathematics class (currently 6 students) will be at grade level in the four critical areas for 7<sup>th</sup> grade as outlined in the Common Core State Standards and measured on the district summative assessments.

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**Instructional Strategies and Support** *(What methods or interventions will you use to support this objective?)*

Using the Baseline Evidence and data from the MAP and WKCE, I will be able to identify the foundational gaps in knowledge for each student.

This information will allow me to differentiate their instruction in these ways:

- Determining the investigation exercises to develop conceptual understanding,
- Asking the students to provide oral and written justification of the mathematics,
- Reinforcing the development of the mathematics vocabulary, and
- Continually linking prior knowledge to daily objectives.

I will use graphic organizers, co-teaching, and mathematics stations during instruction to target these critical areas.

All 6 of these students will be invited to weekly “Brown Bag with the Teacher” events to discuss what they have learned in mathematics.

I will work collaboratively with my co-teacher to learn more about the four critical areas in Grade 7 mathematics, differentiated instruction, and integrating the Standards for Mathematical Practices with content instruction.